DOCUMENT RESUME

ED 187 972 CE 025 755

TITLE	Project CHOICE: #19. A Career Education Unit for Junior High School. Graphic Communication. (Communication and Media Occupations Career Cluster).
INSTITUTION	Kern County Superintendent of Schools, Bakersfield, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 78
NOTE	17p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Development; *Career Education; Educational Resources; *Graphic Arts; Instructional Materials; Junior High Schools; Learning Activities; Lesson Plans; Occupational Clusters; Occupations; Teaching Guides; Units of Study
IDENTIFIERS	Project CHOICE

ABSTRACT

This junior high teaching unit on graphic communication is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with people in the graphics industry, their activities, training, and other factors which relate to their jobs. (The unit is one of six on careers in communications and media. For those and junior high units on other career clusters see CE 025 738-765.) (LRA)

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OFFICE OF CAREER D. PROGRESS
NEW CREDIT DEVELOPMENT OF SCHOOLS

Project CEDICS
#20

A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

GRAPHIC COMMUNICATION

April, 1978

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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Robin Cole
Standard School District
Carol Hatcher
Beardsley School District
James Murphy
Greenfield Union School District
Dan Sawyer
Tehachapi Unified School District
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JUL 2 1 1980

COMMUNICATIONS AND MEDIA OCCUPATIONS CAREER CLUSTER

GRAPHIC COMMUNICATION

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Communications and Media Occupations
Career Cluster

GRAPHIC COMMUNICATIONS

RATIONALE

Students in Industrial Education have always studied the technical processes of industry. Recent emphasis on career education has broadened the scope of this study to include the people in industry, their activities, training, and other factors which relate to them and their jobs.

GOALS

-To provide broad and varied career information of value to Graphic Arts students for future educational and vocational planning.

-To develop student awareness of minimum physical, educational and skill requirements necessary for entry into graphics and its related industries.

-To encourage students to understand and evaluate themselves with respect to their capabilities and limitations for entry into the graphics-related industries.

-To provide students with production type experience similar in nature to that encountered in the graphics industry.

-To provide students with understanding of the functions of graphics in our lives.

PERFORMANCE OBJECTIVES

By the end of the unit, students should be able to:

-Identify at least four job classifications within the graphics industry.

-Name at least three skill, educational, or training requirements for entry into the industry.

-Demonstrate knowledge of production methods used in the industry by planning and producing a production type project.

-Identify five ways in which graphics products are used in the community.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

Career Center materials: Occupational Outlook Handbook,
and career briefs: Lithographic (offset) Pressman, Lithographic Cameraman,
Career Center pamphlets and materials filed under topics such as: Bookbinder, Printing and Graphic Arts Careers, Compositor

Films:
Lithography or Offset Printing
Basic Methods of Screen Process Printing
Blue Sky Thinking
Poster Making: Printing by Silk Screen
Graphic Art, Its History and Technique
Silk Screen Printing

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS

Films:

MP	756	Discovering Line
MP	665	Discovering Color
MP	758	Discovering Texture
MP	(new)	Craftsmen
MP	(new)	People Who Make Things
MP	(new)	Why Man Creates

Filmstrips:

FSKH The Atelier Mourhat - Lithography
(Famous Artists At Work Series)

COMMUNITY RESOURCES

Bakersfield Californian
Carol Mettler - Advertising Artist
Mike Manion - Political Cartoonist
1707 Eye, Bakersfield; 323-7631

Giordano, Commercial Art & Signs
2421 Alta Vista Dr., Bakersfield; 322-6307

COMMUNICATIONS AND MEDIA OCCUPATIONS CAREER CLUSTER

CAREER OPPORTUNITIES IN GRAPHICS

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

   Take the pretest to determine how much knowledge about this area you bring into this unit.

2. WE NEED THE FACTS

   The graphics industry is a broadly-based area in which many occupational choices are available. Visit your school or public library to use the Occupational Outlook Handbook, career briefs, books, pamphlets and other career materials which will give you information about several graphics-related occupations. Take notes on your "Worksheet for Graphic Arts Occupations." Share information from other classmates which may help you to complete the worksheet.

WORKSHEET FOR GRAPHIC ARTS OCCUPATIONS

What are the most important duties in each of the following graphic arts-related occupations? What education and/or special training is involved in preparing for them?

Offset press operator:

Stripper:

Screen printer:

Bindery worker:

Offset camera operator:

Platemaker:

Linotype operator:

Typographer:

3. How many ways can you think of that printed communications enter your life? With your class or a small group of other students, list on a large piece of paper as many examples of graphic communications as you can think of in 3 minutes. Don't be limited to books and newspapers--list <u>any</u> place where visual communications play an important part.

4. GETTING OUT THE WORD

Read the fact sheet titled GRAPHIC COMMUNICATIONS. Pay special attention to the many categories of career opportunities in graphic communications. With a small group of your classmates, meet to simulate the role of each of these career areas in the production of a single graphic product. For example, in the production of a toothpaste tube:

a. One student takes the area of <u>creator</u> of the visual message.

b. One would consider the <u>technical</u> aspects of production.

c. One is concerned with <u>constructing</u> the graphics product.

d. One studies the <u>selling</u> of the graphics product.

e. One is responsible for <u>managing</u> the production of the graphics product.

What are your concerns in the position?
What skills do you need?

GRAPHIC COMMUNICATIONS

GRAPHIC COMMUNICATIONS refers to the process of transferring information: pictures, words, numbers; onto paper, cloth, metal, plastic, glass, other materials.

GRAPHIC COMMUNICATIONS is primarily concerned with visual communications. This word comes from the Greek "graphein," to write, but writing can also include drawings and photography. (Photography means "written by light.")

GRAPHIC COMMUNICATIONS refers to visual communications—not just in books and magazines, but on road signs, maps, boxes, posters, catalogues, stamps.

GRAPHIC COMMUNICATIONS is an important part of many industries: newspaper and magazine publishing, electronics, photography, public relations and advertising, paper products, bindery and packaging.

GRAPHIC COMMUNICATIONS industries provide jobs in many categories:

People who <u>create</u> the message.

People involved in <u>technical</u> aspects: designing equipment, inks, papers.

People who work to <u>construct</u> the graphics products.

People who <u>sell</u> graphics products.

People who <u>manage</u> the industry.

An interest in GRAPHIC COMMUNICATIONS can be further developed in high school courses:

Graphic Arts.

Photography.

Occupational Graphic Arts. (Entry-level job preparation.)

YOUR CHOICE

5. ONE PICTURE...

is worth a thousand words. Because we live in a society in which people speak many languages, and because pictures carry a message to everyone, many signs are now printed with a universal symbol code. Look at the examples of signs below. DESIGN a symbol which could be used on a sign. It should have a clear meaning and be easy to reproduce.

6. ON THE JOB

With your teacher's guidance, invite a speaker from a graphic arts-related occupation.

OR

Visit a business in which people are employed in some of the occupations you have studied.

Plan to ask your speaker about the variety of jobs available in his company.

OR

If you visit a production plant, be especially aware of the working conditions there.

7. YOUR TRADEMARK

One of the areas many designers like to get involved in is trademarks, because they are a special challenge. Since a company trademark (a symbol, words or initials that represent the spirit of a company) may remain with them forever, it has to be done right to begin with, being very difficult and expensive to change.

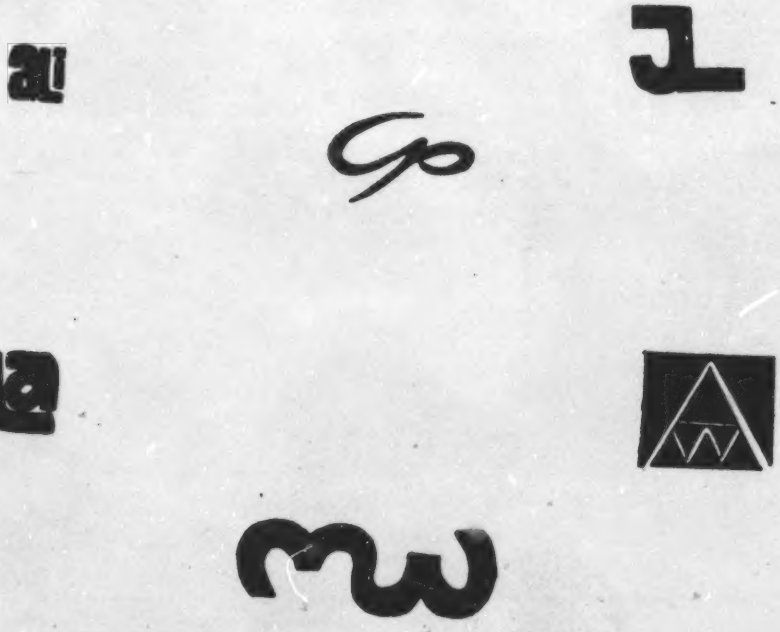
Your task is to design a trademark for any company or business of your choice. It can be a local company, such as a pet store, sporting goods, clothing store, etc. Or, it can be a large company such as an airlines or department store whose symbol you would like to redesign, or maybe someone who employs one of your parents, or, if they are self-employed, design them a trademark all their own.

Remember, the symbol needs to sum up the essence of the company. It must be a kind of shorthand statement of the goals, aspirations and accomplishments of the firm, and that is not easy. It will require a lot of thinking and a number of sketches. If you have the time, paint it with a suitable color.

FOUR EXCELLENT TRADEMARKS

8. LOGO DESIGN

Just as a commercial artist makes a trademark or "logo" for a company which represents the essence of that company, your task is to create a trademark representing yourself. Try a number of combinations--don't be satisfied with the first attempt. Try working with one or all of your initials.



9. RATE YOURSELF

By now, you may be considering entering the field of graphic arts as a career. How do you stand in relation to some important personal characteristics and abilities? Use the Graphic Arts Self-Evaluation. Are there areas in which you might improve your skills with a little effort?

GRAPHIC ARTS SELF-EVALUATION

Here are some characteristics which are typical of successful employees in graphic arts professions. Rate yourself in terms of the skills and personal qualities you possess. Use a double plus (++) for those areas in which you are strongest, a single plus (+) if you are strong in the area, a single minus (-) if you feel somewhat weak, a double minus (—) in your weakest areas.

____ 1. Manual dexterity--ability to use hands skillfully.

____ 2. Better-than average physical strength and stamina.

____ 3. Ability to work accurately.

____ 4. Mechanical interest and ability.

____ 5. Ability to work in noisy, but clean and well-lighted conditions.

____ 6. Some artistic aptitude.

____ 7. Eye-hand-foot coordination

____ 8. Ability to follow written and spoken instructions carefully.

____ 9. Willingness to work in close cooperation with others.

____10. Patience.

10. YOUR OWN PROJECT

With your teacher's direction, use equipment available at your school to produce one or more graphics projects:

Letterpress Printing:

a. Tickets and promotional literature for school events.
b. Award certificates (keep them small).
c. Identification cards for school organizations.
d. Production of covers and copy for school programs.

These projects may be organized on a production basis, as is done in industry.

Silkscreen Printing

a. Print posters advertising school events.
b. Produce custom T-shirts for groups or individuals.

Photography

a. Prepare identification photos for school organizations.
b. Publicity and record photos of school events.

Bookbinding

a. Compile and bind stories, poems, or other work from English classes.

b. Bind a collection of your own art, stamps, certificates, photographs, or other important papers.

CAREER OPPORTUNITIES IN GRAPHICS

PRETEST AND POST TEST

I. Matching: In the blank space at the left, place the letter of the matching statement at the right.

a. _____ Stripper	1.	Exposes and processes line and halftone negatives.
b. _____ Typographer	2.	Sets up and operates various types of printing presses.
c. _____ Platemaker	3.	Lays out and masks line and halftone negatives.
d. _____ Cameraman	4.	Assembles and trims finished printed materials.
e. _____ Bindery Worker	5.	Exposes and processes light sensitive plates.

II. List two categories of job responsibility within the Graphics industry and briefly describe the duties of each.

a. Job responsibility category: _____

Duties _____

b. Job responsibility category: _____

Duties _____

III. Name the education and/or special training for any two of the following Graphics occupations.

Offset pressman	Offset cameraman
Stripper	Platemaker
Screen printer	Linotype operator
Bindery worker	Typographer

a. _____

b. _____

IV. Name four different products created by graphic arts which are influential in our daily lives.

a. _____ c. _____

b. _____ d. _____